Item 1: In March 1994, Italy elects a new right-wing Prime Minister, Silvio Berlusconi. He is founder and leader of a new political party, *Forza Italia* ("Let's go, Italy"). The party takes its name from a football slogan, and Mr. Berlusconi’s personal fortune comes largely from the symbiotic relationship between the three television stations he owns and his football team, AC Milan. His party's electoral success is achieved with the help of supporters’ clubs of AC Milan and his media empire. He goes on to serve as Italy’s Prime Minister on three separate occasions, up to 2011.

Item 2: In a June 2006 commentary on “Why we Envy the World Cup,” then UN Secretary-General Kofi Annan argues that the World Cup (and world sport) has several important lessons for the international community: “…the World Cup is an event which takes place on a level playing field, where every country has a chance to participate on equal terms. Only two commodities matter in this game: talent and team work. I wish we had more levellers like that in the global arena. Free and fair exchanges without the interference of subsidies, barriers or tariffs. Every country getting a real chance to field its strengths on the world stage.” Most importantly, “…the World Cup is an event in which we actually see goals being reached. I'm not talking only about the goals a country scores; I also mean the most important goal of all -- being there, part of the family of nations and peoples, celebrating our common humanity.”

Item 3: In June of 2013 Brazil – South America’s ‘miracle economy’ for much of the past decade - is rocked by sustained mass protests coinciding with the Confederations Cup Football Tournament. Initiated in response to a hike in bus fares despite chronically poor service, they quickly became the outlet for widespread discontent over the persistence of inadequate public services and vast inequalities while tens of billions of dollars were being invested in back-to-back sport mega-events – the 2014 FIFA World Cup and the 2016 Rio Summer Olympics. These events, greeted euphorically when they were announced as unprecedented development opportunities and symbolic expressions of Brazil’s global ‘arrival’, had become graphic manifestations of the jarring clash between ‘top-down’ and ‘bottom-up’ visions of development.
These vignettes underscore the centrality of sport in popular culture worldwide, and its importance as a source of wealth, power, prestige, identity, and resistance. The nationalistic passions it arouses are regularly illustrated by events like the World Cup of Soccer and the Olympic Games, and sport is often portrayed as an influential ‘binding agent’ within and between countries. Yet many scholars in the social sciences and humanities, notably political scientists, have been reluctant to view sport as a subject warranting serious analysis.

Historically, there were least two long-standing views of sport that reinforced this tendency. The first is that it is "play" - an escape from the serious pursuits of politics and wealth-creation. The second, illustrated in Kofi Annan’s commentary above, exaggerates the nobility of sport, viewing it as "above" these sordid and worldly preoccupations. It takes only a few moments' reflection to recognize these views as myths. Still, the task of analyzing and weighing the political significance of sport can be elusive and challenging.

The worlds of sport and politics interconnect on a number of levels. Most obviously, there is politics within the world of sport - that is, within and between the organizations that govern it, such as soccer's scandal-plagued FIFA, hockey's NHL and its owners and players, the International Olympic Committee (IOC), and Sport Canada. Secondly, there is the attempted use of sport by governments as instruments of domestic and foreign policy - for example, to promote national unity and development, to foster societal health and welfare, or to enhance national prestige. Thirdly, there are sport-based controversies with wider social roots and implications that must be "managed" politically, such as controversies over doping, corruption, or violence. At a fourth and deeper level, there is the political economy of sport - the way in which major sports events and franchises intersect with the politics of economic accumulation, and become valued sources of wealth and prestige for owners, corporations and governments. Finally, there is the role of sport in political socialization - that is, in constructing (or deconstructing) social structures of race, class, ethnic, and gender power and identity. This is arguably the most pervasive yet elusive way in which sport influences politics. For example, sport participation as both athlete and fan is experienced differently by women and men. How does this influence the wider politics of gender identity and relations?

**Learning Outcomes:** This course introduces you to these issues, and enables you think and write critically about them. You should become familiar with key theories and concepts concerning the socio-political significance of sport. Empirically, you will gain an understanding of key issues concerning sport, world politics and globalization; sport in the politics of national societies; and sport, policy, and politics in the ‘deep politics’ of identity, with a focus on gender, doping, and hockey in Canada. Our approach is broadly comparative, examining cases from a wide range of events and societies. It is also interdisciplinary, drawing on work from sociology, history, and cultural studies as well as political science.
Structure

The course is organized around a weekly meeting. Typically, the first half of each class is centred on instructor-led discussion, while the second half (from week 5 forward) is organized around group presentations. Each weekly topic is linked to a set of readings that focus discussion, presentations and debates. All class members must come prepared to discuss the assigned readings. In addition, each student will be assigned to a group that will provide leadership of one class session through a group presentation. Discussion questions are provided to help frame the presentations.

Evaluation

Assessment will be based on written work, a final exam, a group presentation, and contributions to class discussions. Assessment will be based approximately as follows:

- Attendance and participation: 5%
- Blogpost on the legacy of a sport mega-event: 15% (maximum 1000 words - due 2 October)
- Group presentation (max. 45 minutes): 15%
- Research essay: 35% (10-12 pages – due 27 November)
- Final Exam: 30%

(note: the exam will cover material from assigned readings, lecture/discussions, and group presentations)

You must complete all elements of the course in order to pass.


For blogposts, your focus should be on what you see as a critical legacy or lesson from a particular sport mega-event (e.g., the Rio or PyeongChang Olympics, the Toronto Pan Am Games, or the 2019 FIFA Women’s World Cup). You could, for example, focus on damage to the Olympic ‘brand’ by requiring governments to override the needs of their societies (e.g., Rio); the potential for the SME to open space for diplomatic dialogue (e.g., PyeongChang); the
role of SMEs in advancing gender equality or, alternatively, highlighting of gender inequities, etc. Posts should be clearly and accessibly argued, and should include full citations (electronic or otherwise) as well as hyperlinks (where available) for all sources consulted. For excellent models of blogposts, see the posts on the Open Canada site (https://www.opencanada.org/) or the Centre for International Policy Studies (CIPS) site (http://www.cips-cepi.ca/blog/).

For group presentations, remember that the purpose of the presentation is to advance a collective argument and stimulate debate and discussion. You must go beyond the assigned readings. You are welcome to draw on examples, cases, etc. beyond those discussed in assigned readings. Groups should carefully coordinate individual contributions. Creative formats (‘talk shows’, debates, etc) are encouraged. Please consult the instructor about your planned focus and format.

Research essays will be from a choice of set topics, which will be circulated in September. If you wish to write on a topic other than those on the topic list, please consult me about the topic you wish to write on.

Reference Style: All assignments must provide full and proper citations, using the style that is most comfortable for you. Style guides are available on the Dal Library website: http://libraries.dal.ca/help/style-guides.html. Please ensure that whichever style you choose, you are using it consistently the assignment.

The final exam will be 2 hours in length, scheduled during the official exam period, which for the Fall 2019 semester is December 5-15. Please do not make any holiday travel plans until the date and time of the exam has been set by the Registrar’s Office. There will be no make-up or alternate exam dates.

Please note: extensions on written assignments will only be granted under extraordinary circumstances, not including having too much other work to do! Late papers will be penalized 2% per day.

Please also note: Oct. 2nd is the last day to withdraw from a Fall term course without a “W”, and Oct. 31st is the last day to withdraw from a Fall term course with a “W”.

Texts, Readings, and Research Sources

The required text for the course is Jonathan Grix, Sport Politics: An Introduction (Palgrave 2016). All other required readings will be available online from the Killam Library or via weblinks.
In the preparation of written assignments and group presentations, students will need to keep in mind the relatively limited number of secondary sources on sport and politics. You will have to reach beyond political science to sources from other disciplines (for example, Sport in Society, the International Review for the Sociology of Sport, the International Journal of the History of Sport, the Journal of Sport and Social Issues, and the Journal of Sport History, as well as monographs in these disciplines). You may also need to use inter-library loan services. In addition, you will have to explore and utilize key documents where relevant, and media sources from both the "quality" and "popular" press (for example, the work of Cathal Kelly and John Doyle in The Globe and Mail; occasional stories in Magazines such as The Economist; and indeed feature stories in Sports Illustrated). These sources must of course be read and analyzed critically.

**Topics and Assignments**

**Week 1: Introduction to the course**

Grix, *Sport Politics*, chs. 1 and 2.

**Recommended:**
http://www.tandfonline.com.ezproxy.library.dal.ca/doi/pdf/10.1080/17430430802019169

**Week 2: Conceptual and Theoretical Perspectives on Sport, Culture, and Politics**

Grix, *Sport Politics*, chs. 6 and 7.  
http://www.tandfonline.com.ezproxy.library.dal.ca/doi/pdf/10.1080/17430430802019482

**Recommended:**
SPORT AND WORLD POLITICS

Week 3: Sport, International Relations, and Globalization

Grix, Sport Politics, chs. 8, 10.

Recommended:
Markovits and Rensmann, Gaming the World: how sports are re-shaping global politics and culture. Princeton University Press, 2010, chs. 2 and 3.
http://www.informaworld.com/smpp/content~content=a713998370~db=all~order=page

Week 4: Politics and the Olympics I - amateurism and (inter)nationalism

https://doi.org/10.1080/09523367.2017.1356822
- We will view the first part of the movie, *Olympia*, by Leni Riefenstahl

**Week 5: Politics and the Olympics II - globalization and commercialization**


http://www.tandfonline.com.ezproxy.library.dal.ca/doi/full/10.1080/17430437.2015.1119960
#ahR0cDovL3d3dy50YW5kZm9ubGluc2ZjaWJlYXJ5LmRhbCJCYS9kZGRmZzEwLjEwODAvMTc0MzA0Mzc5MjAxNS4xMTE5OTYwP25lZWRlY2Nlc3M9dHJ1ZUAQD=


**Recommended:**


http://jss.sagepub.com.ezproxy.library.dal.ca/content/39/2/99.full.pdf+html


http://jss.sagepub.com.ezproxy.library.dal.ca/content/37/4/364.full.pdf+html


http://www.tandfonline.com.ezproxy.library.dal.ca/doi/pdf/10.1080/09523360802439221


http://www.tandfonline.com.ezproxy.library.dal.ca/doi/full/10.1080/17430430802019367


http://www.tandfonline.com.ezproxy.library.dal.ca/doi/pdf/10.1080/09523360802439270

**Focus for Presentation #1:**

Are the Olympic Games a force for good in the world and a boon to their hosts, or a corrupt and corrupting institution that has outlived its usefulness?

**Week 6: "The South African Question": Apartheid and Beyond**


**Recommended:**
http://www.blackwell-synergy.com/toc/sore/54/s2

**Focus for presentation #2:**

How does the historical and contemporary experience of South Africa illustrate both the political uses of sport, and the limits to its usefulness?

**SPORT, SOCIETY, AND "NATIONAL" POLITICS**

**Week 7: Sport and the Politics of National Identity in "Western" societies**

Grix, *Sport Politics*, ch. 3.

**Recommended:**


**Focus for Presentation #3:**

To what extent, and in what ways, does sport remain a vital source for national identity and nation-building in an era of globalization? Is its influence predominantly integrative and progressive or divisive and regressive?

**Week 8: Sport and (Political) Development in the global South**


**Recommended:**


Dong-Jhy Hwang and Grant Jarvie, “Sport, Postcolonialism and Modern China: Some Preliminary Thoughts.” In J. Bale and M. Cronin (eds.), Sport and Postcolonialism (Berg 2003), 73-90.


Larson and Park, Global Television and the Politics of the Seoul Olympics, ch. 6, "The 1988 Olympics and the Transformation of Korea."


**Focus for Presentation #4:**
How has modern sport been diffused to the “developing world,” and what role(s) has it played there? To what extent has it been a force for incorporation and/or resistance? Can it become an effective vehicle for “participatory” and “sustainable” development?

**Week 9: Sport, Capitalism, and "The Politics of Accumulation"

Grix, chs. 4 and 5.


**Recommended**


M. Rosentraub, “Playing with the Big Boys: Smaller Markets, Competitive Balance, and the Hope for a Championship Team.” In *Artificial Ice*, ch. 7 (143-162).


J. Hannigan, “From Maple Leaf Gardens to the Air Canada Centre: The Downtown Entertainment Economy in ‘World Class’ Toronto.” In *Artificial Ice*, ch. 10 (201-214).


G. Hare, “Buying and Selling the World Cup,” in Dauncey and Hare (eds.), *France and the 1998 World Cup* (1999).

Focus for Presentation #5:  
How has the nexus between professional sport, the mass media, and wealth creation affected politics at local, national, and transnational levels? Who has been empowered and marginalized in this process?

SPORT AND ‘DEEP’ POLITICS: THE POLITICS OF THE PERSONAL

Week 10: Sport and the Politics of Gender


https://search.proquest.com/docview/2156101972/fulltextPDF/EDB3770FC91444F7PQ/1?accountid=10406


Recommended:


Markovits and Rensmann, Gaming the World, ch. 4.

Shona Thompson, “Sport, Gender, Feminism.” In J. Maguire and K. Young (eds.), Theory, Sport and Society (Elsevier, 2002), 105-127.


**Focus for Presentation #7:**

How does sport “construct” masculinity and femininity? How has the role of women in sport changed, and with what wider socio-political repercussions?

**Week 11: FALL READING WEEK**

**Week 12: The Politics of Doping**

Grix, *Sport Politics*, ch.9.

[https://origins.osu.edu/article/cops-and-robbers-roots-anti-doping-policies-olympic-sport/page/0/0](https://origins.osu.edu/article/cops-and-robbers-roots-anti-doping-policies-olympic-sport/page/0/0)


**Recommended:**


[http://ac.els-cdn.com/S1441352313000703/1-s2.0-S1441352313000703-main.pdf?_tid=a812d0a4-6636-11e6-9b4f-00000aab0f01&acdnat=1471629741_30668bb129a9e227eeaa2e5585a18111](http://ac.els-cdn.com/S1441352313000703/1-s2.0-S1441352313000703-main.pdf?_tid=a812d0a4-6636-11e6-9b4f-00000aab0f01&acdnat=1471629741_30668bb129a9e227eeaa2e5585a18111)
Focus for presentation #6:
What makes the pursuit of “clean sport” so compelling politically, yet so difficult to achieve? Can this battle ever be won – and should it be fought?

Week 13: Hockey and the Canadian Nation


http://www.tandfonline.com.ezproxy.library.dal.ca/doi/pdf/10.1080/09523361003714347


Recommended:


Focus for Presentation #8:
How does hockey relate to “Canadianness”? What policy actors and dilemmas does it give rise to?

SECTION B: UNIVERSITY POLICIES, STATEMENTS, GUIDELINES and RESOURCES for SUPPORT
This course is governed by the academic rules and regulations set forth in the University Calendar and the Senate.

Plagiarism
Plagiarism is a serious academic offence. A finding of plagiarism may result in a failing grade of an assignment or course or, if very serious, suspension or expulsion from the university. In fact, if plagiarism is discovered after a student has completed his or her studies, and the penalty results in that student no longer meeting the requirements of a degree that has been awarded, the university may rescind that degree.

Some examples of plagiarism:

- **Failure to attribute authorship** when using sources such as written or oral work, computer codes/programs, artistic or architectural works, scientific projects, performances, web page designs, graphical representations, diagrams, videos, and images.
- Downloading all or part of the work of another from the Internet and submitting as one's own.
- The use of a paper prepared by any person other than the individual claiming to be the author.

Plagiarism is committed when you do not acknowledge using someone else's:

- words or phrases
- ideas or thoughts
- term paper
- recording
- images
- computer code
- experiment results
- lecture content
- falsified data, citations or other text
- OR your own previously submitted work

Plagiarized materials can come from:

- books
- journal articles
- CD's
- encyclopedias
- web pages
- online term papers
- email or listservs
- talks or lecture

* This information was taken directly from: https://www.dal.ca/dept/university_secretariat/academic-integrity/plagiarism-cheating.html
**Academic Integrity**
At Dalhousie University, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility and respect (The Center for Academic Integrity, Duke University, 1999). As a student, you are required to demonstrate these values in all of the work you do. The University provides policies and procedures that every member of the university community is required to follow to ensure academic integrity. Click [here](#) to read more.

**Accessibility**
The Advising and Access Services Centre is Dalhousie's centre of expertise for student accessibility and accommodation. The advising team works with students who request accommodation as a result of: a disability, religious obligation, or any barrier related to any other characteristic protected under Human Rights legislation (NS, NB, PEI, NFLD). Click [here](#) to read more.

**Student Code of Conduct**
Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don’t follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner—perhaps through a restorative justice process. If an informal resolution can’t be reached, or would be inappropriate, procedures exist for formal dispute resolution. Click [here](#) to read more.

**Diversity and Inclusion – Culture of Respect**
Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equality. Dalhousie is strengthened in our diversity. We are a respectful and inclusive community. We are committed to being a place where everyone feels welcome and supported, which is why our Strategic Direction prioritizes fostering a culture of diversity and inclusiveness (Strategic Priority 5.2). Click [here](#) to read more.

**Recognition of Mi’kmaq Territory**
Dalhousie University acknowledges that the University is on Traditional Mi’kmaq Territory. The Elders in Residence program provides students with access to First Nations elders for guidance, counsel and support. Visit the office in the McCain Building (room 3037) or contact the programs at elders@dal.ca or 902-494-6803 (leave a message).

**University Policies and Programs**
- Important Dates in the Academic Year (including add/drop dates)
[http://www.dal.ca/academics/important_dates.html](http://www.dal.ca/academics/important_dates.html)
- University Grading Practices: Statement of Principles and Procedures
  https://www.dal.ca/dept/university_secretariat/policies/academic/grading-practices-policy.html
- Scent-Free Program
  https://www.dal.ca/dept/safety/programs-services/occupational-safety/scent-free.html

Learning and Support Resources
- General Academic Support - Academic Advising:
  https://www.dal.ca/campus_life/academic-support/advising.html
- Copyright and Fair Dealing:
- Libraries: http://libraries.dal.ca
- Student Health and Wellness (includes Counselling and Psychological Services):
- Black Student Advising: https://www.dal.ca/campus_life/communities/black-student-advising.html
- Indigenous Student Centre:
- ELearning Website: https://www.dal.ca/dept/elearning.html
- Student Advocacy Services: http://dsu.ca/dsas
- Writing Centre: https://www.dal.ca/campus_life/academic-support/writing-and-study-skills.html
- Studying for Success program and tutoring: https://www.dal.ca/campus_life/academic-support/study-skills-and-tutoring.html